The Importance of Talking

Research shows that young children who have spent a lot of time “talking” with adults learn more words, and this helps them become better readers. Knowing many words will help your child recognize and understand written words and language.

To help your young child build words:

- Talk to your child, a lot! Research shows that parents who talk to their children more often have children with larger word banks, or “vocabulary.”

- Encourage babies to communicate with you by repeating their cooing sounds back to them. “Ba ba ba.” “Ga ga ga.”

- Tell your baby what you are doing as you go about your daily activities. “I’m getting cereal because I can see that you are hungry.” “It’s cold outside, so we are putting on your coat and hat!” Describe what your baby is doing. “You’re smiling! I see you are happy today.”

- Speak in the language that is most comfortable for you.

- Read to your child every day. Children’s books have more rare words than everyday conversations. Talk about the stories and pictures in books.

Parents and caregivers who talk to their children throughout the day are giving them a gift. The language they learn will help them enjoy and understand the world around them and help prepare them to become lifelong learners.

Book of the Month

Big and Little, by
Samantha Berger and
Pamela Chanko
This book is full of photos that will help your young child compare things that are big and things that are little.

Here are some more good books to help your child build words…

Goodnight Gorilla, Peggy Rathman
"More, More, More," Said the Baby, Vera Williams (Caldecott Honor)
Opposites, Sandra Boynton
Planting a Rainbow, Lois Ehlert
Ten Little Fingers and Ten Little Toes, Mem Fox and Helen Oxenbury
Ten Tiny Tickles, and Counting Kisses, Karen Katz

En Español…

Buenas noches, Gorila, Peggy Rathman
“Mas mas mas”, dijo el bebe, Vera Williams
Opuestos, Sandra Boynton
Como plantar un arco iris, Lois Ehlert
¿Dónde está el ombliguito? (Where Is Baby’s Belly Button?), Karen Katz
More fun with Big and Little

Math connection... There are many ways to measure things. At this age children measure things by comparing size, length and weight. Find two objects around the house. Help your child compare them by using “opposite” words, such as “big and little,” “fat and skinny,” “heavy and light,” or “short and tall.“ This activity helps children build vocabulary.

Sharing books with your baby:

- Pick the best time. The best time is when you and baby are in a good mood.
- Show baby the book. Point to the pictures and talk in your most exciting voice.
- Talk and have fun. Remember to touch and love baby the whole time.
- Watch what baby does. Let baby play with the book if he or she wants to and stop if baby gets upset.
- Share a book with baby every day. Even just a few minutes is important.

Action Rhyme for Toddlers

Shake It
Shake it baby, shake it,  (Wiggle hips side to side)
Shake it if you can. (Keep wiggling)
Shake it like a milkshake and do the best you can. (Wiggle hips some more)
Rumble to the bottom and rumble to the top. (Wiggle down to the ground rolling, arms in front, then wiggle back up rolling arms)
Turn around and turn around until you make it stop! (Spin around with one arm extended until the word “stop,” then shout STOP)

Song for Babies

Did You Ever See a Baby?
(Tune: Did You Ever See a Lassie?)
(Holding baby on your lap, gently sway from side to side)
Did you ever see a baby, a baby, a baby?
Did you ever see a baby go this way and that?
Go this way and that way, and this way and that way.
Did you ever see a baby go this way and that?

(Holding baby, gently bounce up and down.)
Did you ever see a baby, a baby, a baby?
Did you ever see a baby bounce this way and that?
Bounce this way and that way and this way and that way.
Did you ever see a baby bounce this way and that?

What your library can do for you...
Don't have a library card? You can still visit your library for storytimes or to read with your child. Or you can ask your librarian about how to apply for your own card today!

Funding for this project is made possible by the Idaho Commission for Libraries’ Read to Me program, and the U.S. Institute of Museum and Library Services under a provision of the Library Services and Technology Act.